

GOVERNMENT & CIVICS		
The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and the role of citizens.		
End of Primary	4 th Grade	5 th Grade
People form governments to establish order, provide security, and accomplish common goals.		
<i>SS-EP-1.1. Students will identify the basic functions of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, maintain roads and snow removal, garbage pick-up, provide city parks and life guards for city pools), and explain how the local government pays for these services (by collecting taxes from people who live there).</i>	SS-04-1.1.1 Students will describe the basic functions of state government (to establish order, provide security and accomplish common goals), give examples of the services that state governments provide (e.g., state police, state parks, maintain state highways), and explain how they pay for these services (by collecting taxes). DOK 2	SS-05-1.1.1 Students will describe the basic functions of the United States Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty) and explain their significance today. DOK 3
<i>SS-EP-1.1.2 Students will compare rules (school, clubs, teams) with laws in their community.</i>	SS-04-1.1.2 Students will compare rules and laws and explain their purpose. DOK 2	SS-05-1.1.2 Students will explain and give examples of how democratic governments function to promote the “common good” by making, enacting, and enforcing laws that protect the rights and property of citizens. DOK 3
The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.		
<i>SS-EP-1.2.1 Students will describe how local governments are structured (e.g., mayor, city council, court).</i>	<i>SS-04-1.2.1 Students will describe the structure of state government and explain how power is shared among the different branches (executive, legislative, judicial).</i>	SS-05-1.2.1 Students will explain why the framers of the Constitution felt it was important to establish a government with limited powers that were shared across different levels (local, state, national) and branches (executive, legislative, judicial). DOK 2
	SS-04-1.2.2 Students will describe the basic duties of the three branches of state government (legislative-propose bills/make laws, executive-carry out or enforce laws, judicial-interpret the laws). DOK 2	SS-05-1.2.2 Students will describe the basic duties of the three branches of government (legislative-propose bills/make laws, executive-carry out or enforce laws, judicial-interpret the laws) in the United States. DOK 1

Bold – State Assessment Content Statement

Italics – Supporting Content Statement

All citizens of the United States have certain rights and responsibilities as members of a democratic society.		
<i>SS-EP-1.3.1 Students will define basic democratic terms (e.g., liberty, justice, equality, rights, responsibility).</i>	SS-04-1.3.1 Students will identify and explain the basic principles of democracy (life, liberty, happiness) found in Kentucky's Constitution. DOK 2	SS-05-1.3.1 Students will describe the basic principles of democracy (e.g., justice, equality, responsibility, freedom) that are included in historical documents (Declaration of Independence, U. S. Constitution) and explain their significance today. DOK 3
SS-EP-1.3.2 Students will identify and give examples of ways to show good citizenship at home, at school, and in the community (e.g., helping a peer with homework, recycling paper or cans at school, picking up trash on the playground, donating canned food to a class holiday food drive for needy families, setting the table for dinner, drawing a get-well card for a sick neighbor). DOK 1	<i>SS-04-1.3.2 Students will describe certain rights and responsibilities of individuals as citizens of the United States.</i>	SS-05-1.3.2 Students will describe specific rights guaranteed all citizens of the United States by the Bill of Rights (e.g., freedom of religion, freedom of speech, freedom of press), give examples of certain responsibilities citizens have as members of a democratic society (e.g., voting, community service, volunteering, paying taxes, obeying laws, running for office) and explain the importance of both (rights and responsibilities). DOK 3

CULTURE & SOCIETY		
Culture is the way of life shared by a group of people, including their ideas and traditions. In America's multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.		
End of Primary	4 th Grade	5 th Grade
Culture is a system of beliefs, knowledge, institutions, tradition, and skills shared by a group.		
SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). DOK 1	SS-04-2.1.1 Students will compare the cultures (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups (Native Americans and early settlers) in the early settlement of Kentucky. DOK 2	SS-05-2.1.1 Students will compare the cultures (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups (e.g., Native Americans, English colonists) in the early settlement of the United States. DOK 2
Social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior within different cultures.		
SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) in the community.	SS-04-2.2.1 Students will describe social institutions (government, economy, education, religion, family) and how they respond to the needs of the people of Kentucky.	SS-05-2.2.1 Students will describe social institutions (government, economy, education, religion, family) and how they have responded to the needs of people throughout the history of the United States.
Social interactions among individuals and groups assume various forms (compromise, cooperation, conflict, competition).		
SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/ groups at home and at school.	SS-04-2.3.1 Students will identify and describe various forms of interaction (compromise, cooperation, conflict) that occurred between individuals/groups during the early settlement of Kentucky (Native Americans and early settlers).	SS-05-2.3.1 Students will identify and describe various forms of interactions (compromise, cooperation, conflict) that occurred between individuals/groups throughout the history of the United States (e.g., Native Americans and European explorers; Britain and its thirteen colonies). DOK 2
		SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). DOK 2

ECONOMICS		
Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole.		
End of Primary	4 th Grade	5 th Grade
The basic economic problem confronting individuals and societies is scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants).		
SS-EP-3.1.1 Students will describe basic economic concepts related to scarcity (e.g., opportunity cost, productive resources—natural and human, limited resources) and explain why people cannot have all the goods and services they want. DOK 1	SS-04-3.1.1 Students will explain how individuals and groups in regions of Kentucky make economic decisions based on their limited productive resources (natural, human, capital). DOK 2	SS-05-3.1.1 Students will describe how individuals and groups in regions of the United States make economic decisions based on limited productive resources (natural, human, capital). DOK 2
To deal with the problem of scarcity, people and societies create economic systems and institutions.		
SS-EP-3.2.1 Students will identify banks as an economic institution.	SS-04-3.2.1 Students will describe the basic function of banks as economic institutions.	SS-05-3.2.1 Students will identify banks as economic institutions and explain the roles they play in helping people deal with the problem of scarcity (loans, lines of credit, interest-bearing accounts). DOK 2
		SS-05-3.2.2 Students will describe and give examples of the free enterprise system in the United States.
Markets are institutional arrangements that enable buyers and sellers to exchange goods and services.		
SS-EP-3.3.1 Students will identify basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter). DOK 1	SS-04-3.3.1 Students will give examples of markets and explain how they function to enable the exchange of goods and services. DOK 2	SS-05-3.3.1 Students will describe how markets have changed over time throughout the history of the United States. DOK 3

All societies deal with questions about production, distribution, and consumption.		
SS-EP-3.4.1 Students will describe the production, distribution, and consumption of goods. DOK 2	SS-04-3.4.1 Students will give examples of goods (products) and explain the production, distribution and consumption process. DOK 2	SS-05-3.4.1 Students will compare how the production and distribution of goods and services have changed over time throughout the history of the United States. DOK 3
<i>SS-EP-3.4.2</i> Students will identify the economic terms related to specialization.	<i>SS-04-3.4.2</i> Students will describe the economic concept of specialization and explain how it promotes trade between places and regions of the United States (e.g., Midwest – corn, South - citrus).	<i>SS-05-3.4.2</i> Students will give examples of specialization and explain how an increase in specialization has impacted the production of goods in the United States.

GEOGRAPHY		
<p>Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p>		
End of Primary	4 th Grade	5 th Grade
<p>Patterns on Earth's surface can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations.</p>		
<p><i>SS-EP-4.1.1 Students will use a variety of geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school, and the community.</i></p>	<p>SS-04-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe major landforms, bodies of water, and other natural resources in regions of Kentucky and the United States. DOK 2</p>	<p>SS-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, climates, vegetation) to analyze patterns of movement and settlement in the United States. DOK 3</p>
<p><i>SS-EP-4.1.2 Students will identify the relative location of places and things.</i></p>	<p><i>SS-04-4.1.2 Students will use geographic tools to locate, in absolute and relative terms, major landforms and bodies of water in Kentucky.</i></p>	<p>SS-05-4.1.2 Students will use geographic tools to locate, in absolute and relative terms, major landforms and bodies of water in the United States. DOK 1</p>
<p><i>SS-EP-4.1.3 Students will use geographic tools to identify major landforms, bodies of water and natural resources on Earth's surface.</i></p>	<p><i>SS-04-4.1.3 Students will explain how physical characteristics (e.g., landforms, bodies of water, climates, vegetation) influence where things are located (e.g. house, factory, store, playground, park, bridge, dam).</i></p>	<p>SS-05-4.1.3 Students will explain how physical characteristics (e.g., landforms, bodies of water, climates, vegetation) influence where things are located (e.g. house, factory, store, playground, park, bridge, dam). DOK 2</p>
		<p><i>SS-05-4.1.4 Students explain how different factors in one location have an impact on other locations (e.g., natural disasters, building dams).</i></p>

Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity, people create regions.		
<i>SS-EP-4.2.1 Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, soils, vegetation, bodies of water).</i>	SS-04-4.2.1 Students will compare regions in Kentucky by their human characteristics (e.g., language, religion, political and economic systems, population distribution, housing) and physical characteristics (e.g., climate, landforms, soils, vegetation, bodies of water). DOK 2	SS-05-4.2.1 Students will describe places and regions in the U.S. by their human characteristics (e.g., language, religion, political and economic systems, population distribution, housing) and physical characteristics (e.g., climate, landforms, soils, vegetation, bodies of water). DOK 2
Patterns emerge as humans move, settle, and interact on Earth's surface.		
<i>SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on Earth's surface.</i>	SS-04-4.3.1 Students will describe patterns of human settlement in regions of Kentucky and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, soils, vegetation, bodies of water). DOK 2	SS-05-4.3.1 Students will explain patterns of human settlement in regions of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, soils, vegetation, bodies of water). DOK 2
<i>SS-EP-4.3.2 Students will describe how technology helps us move, settle and interact in the modern world.</i>	SS-04-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, air conditioning, irrigation) have allowed people to settle in places previously inaccessible (Kentucky). DOK 2	SS-05-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, air conditioning, irrigation) have allowed people to settle in places previously inaccessible in the United States. DOK 2

Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.		
SS-EP-4.4.1 Students will describe ways people modify the physical environment to meet their basic needs (food, shelter, and clothing). DOK 1	SS-04-4.4.1 Students will explain and give examples of how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the early settlement of Kentucky. DOK 2	SS-05-4.4.1 Students will explain and give examples of how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the early settlement of the U.S. DOK 2
<i>SS-EP-4.4.2</i> Students will describe how the physical environment can both promote and restrict human activities.	SS-04-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of Kentucky. DOK 2	SS-05-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. DOK 2
		<i>SS-05-4.4.3</i> Students will compare different perspectives on the use of land (e.g., farming, industrial, residential, recreational).

HISTORY		
History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.		
End of Primary	4 th Grade	5 th Grade
History is an account of human activities that is interpretive in nature.		
<i>SS-EP-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, artifacts, diaries, timelines) to learn about the past.</i>	SS-04-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, artifacts, diaries, timelines) to explain significant events in Kentucky's history. DOK 2	SS-05-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, artifacts, diaries, timelines) to explain significant events in the history of the U.S. DOK 2
		SS-05-5.1.2 Students will describe and give examples of how historical events have multiple causes. DOK 3
The history of the United States is a chronicle of a diverse people and the nation they formed.		
SS-EP-5.2.1 Students will identify and describe patriotic symbols, songs, holidays and landmarks (e.g., American Flag, <i>My Country 'Tis' of Thee</i>, the Fourth of July, Veteran's Day, Statue of Liberty). DOK 2	SS-04-5.2.1 Students will identify symbols, songs, and historical documents related to Kentucky (e.g., Kentucky's Constitution, state flag, state song) and explain their historical significance. DOK 3	SS-05-5.2.1 Students will identify historical documents, symbols, songs, holidays, landmarks, and selected readings (e.g., American Flag, Statue of Liberty, the Star-Spangled Banner, Veteran's Day, Dr. Martin Luther King's speech: <i>I Have a Dream</i> and explain their significance in the history of the United States. DOK 3

<i>SS-EP-5.2.3 Students will explain why people move and settle in different places on earth.</i>	SS-04-5.2.3 Students will give examples of why people explored and settled Kentucky. DOK 2	SS-05-5.2.3 Students will compare reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago with why immigrants come to America today. DOK 3
<i>SS-EP-5.2.4 Students will describe and give examples of change over time in communication, education, and transportation.</i>	<i>SS-04-5.2.4 Students will compare change over time in communication, transportation, and education throughout the history of Kentucky.</i>	SS-05-5.2.4 Students will compare change over time in communication, transportation, education, and government throughout the history of the United States. DOK 3
		SS-05-5.2.5 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, the Young Republic, Westward Expansion, Industrial Era, Twentieth Century). DOK 2